

# Beeston Primary School

## Inspection report

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<b>Unique Reference Number</b>	107946
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	356266
<b>Inspection dates</b>	3–4 November 2010
<b>Reporting inspector</b>	Nigel Cromey-Hawke

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	488
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Steve Francis
<b>Headteacher</b>	Mr Chris Lees
<b>Date of previous school inspection</b>	12 December 2007
<b>School address</b>	Town Street Leeds West Yorkshire LS11 8PN
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## Introduction

This inspection was carried out by four additional inspectors. They visited 17 lessons, observing 17 teachers and all classes. They also held meetings with members of the governing body, staff, groups of pupils, and parents and carers. They observed the school's work, and looked at a wide range of documentation, including development planning, self-evaluation records, policies and performance data. Questionnaires from 108 parents and carers and 124 pupils were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Whether pupils' attainment and achievement has recovered after the dip in performance over the last two years.
- How well the curriculum meets the needs of all pupils, especially the more able.
- How well leaders and managers at all levels monitor the quality of teaching and learning and drive improvement in their areas.

## Information about the school

Most pupils in this larger-than-average primary school are White British. A very small minority speak English as an additional language. The number of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is below average. The proportion of pupils known to be eligible for a free school meal is above average. The school has a number of awards, including Healthy Schools status, Artsmark Gold and the Inclusion Chartermark. The school operates its own breakfast club. The school is currently undergoing major building work to provide capacity for its increasing roll.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school. It has some good features and makes a significant difference to the personal development of many of its pupils. The vast majority of parents and carers are supportive of its work.

The school's leaders are tackling pupils' previous underachievement well and are moving the school forward with energy and purpose. The majority of children enter Nursery at levels below those typical for their age and make good progress as a result of the good teaching, care, and leadership and management there. Pupils enter Year 1 with broadly average attainment. They make satisfactory progress in Key Stages 1 and 2. Previous weaknesses in the progress of boys and pupils with special educational needs and/or disabilities have been overcome and their progress is satisfactory. Attainment by the time pupils leave in Year 6 is broadly average. Some weaknesses in writing remain in some year groups and these are being addressed. Teaching is satisfactory, with some that is good. In the satisfactory lessons, a lack of pace and challenge, particularly for the more able, and insufficient guidance on how to produce good-quality work, results in a slowing of progress for some pupils. The satisfactory curriculum is being updated and already has strengths in the arts, sport and provision of extra-curricular activities. There is an effective programme of personal, social and health education that helps to promote pupils' good awareness of the need to lead a healthy lifestyle. Pupils' spiritual, moral, social and cultural understanding is good. Pupils' development of skills to help them prepare for the next stage of their learning is satisfactory, being held back by average attendance and satisfactory literacy and numeracy skills.

The school is a delightfully warm, colourful and welcoming environment as a result of the good care, guidance and support. Pupils say they enjoy their learning and their behaviour is good. Community cohesion is also good, especially at school and local levels. Governors support the school satisfactorily. Through its increasingly effective self-evaluation practices the school has a more accurate understanding of its strengths and weaknesses but monitoring of teaching and learning, especially by subject leaders is, as yet, underdeveloped. Some aspects of school improvement planning also lack detail and, as a result, leaders and managers do not always have a clear understanding of what needs to be done to bring about improvement, nor the means to effectively evaluate the impact of any improvement actions. Consequently, the schools' capacity for sustained improvement is satisfactory, but improving as new ways of working and higher expectations are embedded across the school.

## What does the school need to do to improve further?

- Improve attainment and achievement in English and mathematics by ensuring that the quality of learning and progress is good or better in all lessons, by:

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- providing more challenging work that matches the needs of all pupils, especially for the more able
  - ensuring that teaching is lively and lessons are conducted at a good pace
  - embedding the good assessment practice seen in some lessons across the school, so that all pupils know what they need to do to produce good quality work
  - further developing pupils' writing skills so that they can better communicate their learning.
- Monitor the quality of teaching and learning more systematically and ensure that development planning is more sharply focused, so that leaders and managers at all levels have a clearer understanding of what needs to be done to bring about improvement and the impact of their actions can be evaluated more effectively.
  - Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Learning is satisfactory and enjoyable in the majority of lessons, with pupils engaged as a result of the satisfactory and sometimes good teaching. Pupils acquire knowledge, develop understanding and learn and practise their skills satisfactorily. They are keen to succeed, mostly apply themselves well in lessons and often work at a good pace when provided with appropriate tasks and guidance. The school rightly evaluates pupils' achievement as satisfactory. Most pupils enter Year 1 with attainment in the basic skills typical for their age. More accurate assessment arrangements introduced over the last two years have enabled the school to track pupils' progress more effectively. Previous underachievement across the school in 2008 and in mathematics in 2009 has been successfully tackled. Steps taken to improve boys' achievement have also been successful. Standards in science have been improved and are now slightly above average. By the end of Year 6 attainment is broadly average, although the number of pupils exceeding the levels expected for their age in English and mathematics is below average. School data and lesson observation show that the large majority of pupils, including those with special educational needs and/or disabilities, and the small number who speak English as an additional language, now make at least satisfactory progress. Some make good progress. Attainment in writing remains underdeveloped in some year groups, which limits some pupils' ability to communicate their learning effectively.

Pupils say they feel safe and well looked after. Behaviour is good. The school places a high priority on developing pupils' understanding of healthy living, reflecting its awards. Pupils also make a good contribution to the daily running of the school, through the effective school council, the pupils' Harmony Group, and by taking on responsibilities as playground buddies and classroom helpers. Community involvement, especially through links with the parish church is good. Pupils' spiritual, moral, social and cultural development is good, with strengths in their social development but weaknesses in their experiences of other cultures. Attendance is broadly average. Together with the satisfactory promotion of key skills, including information and communication technology (ICT), this means that pupils are prepared satisfactorily for the next stage in their education.

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Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

Although satisfactory overall, there is some good teaching across the school. In the better lessons, good planning ensures that varied and often practical activities are provided that meet the needs of pupils. Good pace and challenge provided by the teacher stimulates their interest. The school has developed detailed assessment and tracking procedures recently. In the good lessons the results of these clearly inform teaching and help the many teaching assistants target support sessions where appropriate. The majority of lessons lack such rigour, however. In these lessons activities are not as well matched to the needs of pupils, especially the more able, and lessons lack pace and challenge. As a result progress slows and pupils lose interest. There is some good practice in providing guidance on what needs to be done to produce a good piece of work but this is often underdeveloped within satisfactory lessons. Teachers' use of the school's new marking policy is currently variable across the school.

The satisfactory curriculum is undergoing a fundamental review. Cross-curricular and themed topic approaches are being introduced. Currently the use of ICT is limited because of building work but good use is being made of the local city learning centre to provide for Years 4, 5 and 6. Provision for the more able and talented pupils is satisfactory but being developed rapidly. Successful developments within science, such as the use of improved thinking skills, are being introduced in other subject areas. The school operates a wide range of support programmes for vulnerable learners. An extensive programme of extra-

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curricular activities, including a residential experience, contributes well to pupils' personal development and well-being.

The school works especially well with outside agencies to support the personal development and well-being of pupils. The family support worker is very effective in this respect and the school can point to cases where its care has enabled vulnerable pupils to overcome significant barriers to learning. Regular inclusion meetings now track pupils' progress more effectively. The breakfast club is well attended but opportunities to support pupils' learning here are underdeveloped. Transition into and out of the school is good. Support for attendance is good and steps taken by the school to reduce the higher-than-average persistent absenteeism are beginning to have an impact. The impact of the school's provision is seen in the warm, harmonious atmosphere of the school and the positive relations between pupils and adults.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher has a clear vision for the school and is driving improvement forward with determination and skill. He communicates this ambition well to staff, parents and carers, and pupils. This energy is being embedded at other levels in the school. The headteacher and staff have managed the disruption to learning caused by the major building programme very well. Safeguarding procedures in this context, and overall, are good, reflecting the good care in the school. Leadership and management of subject teaching are satisfactory and improving rapidly, as new ways of working are established. Self-evaluation is broadly accurate but the school's monitoring of teaching and learning is currently weak due to the newness in post of some of its subject leaders. Some development planning lacks detail on what exactly needs to be achieved and, as a result, evaluation of the impact of improvement actions is not always as meaningful as it should be. The promotion of equal opportunities is satisfactory, with variability in the quality of teaching, but gaps in pupils' performance being reduced. Discrimination is extremely rare and when encountered is dealt with well. Partnership working is good, especially with nearby schools and the community centre for diversity and cohesion. As a result, community cohesion is very strong at school and local levels but overall good as international links have only recently been established and are yet to prove effective. Engagement with parents and carers is good, especially over the new facilities being provided. The governing body knows the strengths and areas for development in the school and provides satisfactory support and challenge.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter the Nursery with knowledge, understanding and skills below those typical for their age. They settle well and enjoy their time in the Early Years Foundation Stage because of the good care they receive. There is a strong focus on developing children's social, mathematical and language skills. Children's learning is well recorded and data used to inform the next stages in their learning. Parents and carers are well informed about their children's progress and teachers have a good understanding of their interests and needs. Children make good progress as a result of the good teaching in an environment that caters well for their needs. Children with special educational needs and/or disabilities, and those who are learning English as an additional language, make good progress because of the support they receive. Teachers plan a good range of activities with a good balance between those they direct and ones children choose for themselves. As a result, by the time they leave, children behave and are able to play and work well, having reached broadly expected levels across all areas of learning. Leadership and management are good. Staff training is up-to-date and welfare requirements are met. There are good plans in place for driving further improvement.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation	2



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Stage

## Views of parents and carers

The very large majority of parents and carers who returned the questionnaires are happy with most aspects of the school. They consider it provides a safe and caring environment for their children and that it is largely well led and managed. Inspectors agree with these views. A few parents and carers feel that they are not sufficiently well informed about their children's progress, that this progress is insufficient and that the school does not help them sufficiently in supporting their children's learning. A few also have concerns about how well behaviour is managed within the school, the extent to which their concerns are taken into account, how well the school promotes healthy lifestyles and how well it meets the needs of their children. Inspection evidence showed that the school's practice in these areas is at least satisfactory.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Beeston Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 108 completed questionnaires by the end of the on-site inspection. In total, there are 488 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	56	41	38	6	6	0	0
The school keeps my child safe	61	56	38	35	7	6	1	1
My school informs me about my child's progress	36	33	58	54	13	12	0	0
My child is making enough progress at this school	43	40	51	47	13	12	1	1
The teaching is good at this school	50	46	51	47	6	6	0	0
The school helps me to support my child's learning	47	44	46	43	13	12	1	1
The school helps my child to have a healthy lifestyle	42	39	55	51	10	9	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	33	56	52	10	9	0	0
The school meets my child's particular needs	44	41	48	44	13	12	0	0
The school deals effectively with unacceptable behaviour	36	33	47	44	11	10	8	7
The school takes account of my suggestions and concerns	33	31	53	49	12	11	4	4
The school is led and managed effectively	49	45	49	45	8	7	1	1
Overall, I am happy with my child's experience at this school	58	54	38	35	9	8	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



5 November 2010

Dear Pupils

**Inspection of Beeston Primary School, Leeds, LS11 8PN**

Thank you for the warm welcome you gave me and the team when we inspected your school recently. You were very friendly and polite, and enthusiastic about what you do.

Beeston Primary is a satisfactory school. It has some good features. The headteacher, other staff and the governing body are helping it to improve. You get a good start to your learning in the Nursery and Reception classes and make good progress there as a result of the good teaching, welfare and leadership and management there. Your progress within the rest of the school is satisfactory, and you leave the school with average standards in English and mathematics. This is because of the satisfactory teaching and range of subjects that you are provided with. The school looks after you well, with good care, guidance and support being provided by the many adults who assist the teaching staff in the school. Your behaviour is good and you take on many responsibilities within the school. Well done! You have a good sense of what it means to lead a healthy lifestyle, helped by the wide-range of sporting and other activities provided by the school. I have asked the school's leaders to consider the following points to help it to improve further.

- Raise standards in English, especially in writing, and in mathematics across all classes.
- Make sure that all your lessons are at least good by providing tasks and guidance that match your needs yet challenge you to learn more effectively, especially for those of you who learn very quickly.
- For leaders and managers to check on the quality of teaching more frequently and to make their development planning more detailed.

You can help by telling your teachers how best you learn and if you have any problems, and by attending school regularly. I wish you the best for the future.

Yours sincerely

Nigel Cromey-Hawke

Lead inspector

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